

Saint Paul's Project for Academic Excellence



Going to Scale: District-Wide, Standards-Based Reform

SAINT PAUL PUBLIC SCHOOLS

2006 Board of Education

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GOING TO SCALE

District-Wide, Standards-Based Reform

PROFESSIONAL DEVELOPMENT REQUIREMENTS

to Achieve District-Wide Implementation of Standards-Based Instructional Reform

OFFICE OF INSTRUCTIONAL SERVICES

The Office of Instructional Services focuses on creating comprehensive school reform that will result in improved academic achievement for all students. The Office of Instructional Services provides leadership for the Center for Academic Excellence, which is comprised of the following programs: K–12 Standards-Based Curriculum, Professional Development, Gifted and Talented, Excel, and Career in Education.

Other departments and projects in the Office of Instructional Services include Special Education, Funded Programs, English Language Learners, and the high school Small Learning Communities. Special Education provides direct and indirect special education and related services to students and teachers. Funded Programs provides services for public and nonpublic school students and their families in eligible schools. English Language Learners programs provide students with quality English language services to assist them in acquiring and building language skills and the English proficiency needed to succeed academically. Blue Print Phase II Curriculum Development and Professional Development is being created in each of the district's seven high schools. The program integrates Special Education, English Language Learners, and Gifted and Talented programs. Such programs allow students to be more closely

connected to teachers and their peers, while still providing them with the opportunities available in a big school setting, such as multiple world languages, Advanced Placement and International Baccalaureate programs, band, and performing arts.

The Office of Instructional Services also provides training that directly addresses the Minnesota Comprehensive Assessments 2 (MCA2). The MCA2 was developed in response to the No Child Left Behind Act signed into law in January 2002. Schools must reach a target score, which is defined by the state, on the MCA2 or be at risk of being designated a school that is not making Adequate Yearly Progress (AYP). MCA2 training will be required for K–12 schools that are designated as AYP schools and for programs that are in danger of gaining that designation. Teachers who are responsible for the administration of the MCA2 test in AYP schools will be required to attend a training.

The goal for all of the Office of Instructional Services' programs is to ensure that all students graduate with knowledge and skills that will allow them to be successful in the information age.

SAINT PAUL'S PROJECT FOR ACADEMIC EXCELLENCE

The Office of Instructional Services coordinates the district's standards-based reform effort, known as Saint Paul's Project for Academic Excellence (PAE). When PAE was introduced in 2001, it made literacy its primary concern and focused its early efforts on developing a balanced, integrated program for elementary writing and reading. Through a series of progressive Writing and Reading Institutes, PAE provided various levels of training for teachers across the district, who have since implemented the Literacy Initiative's reforms in their classrooms. In 2005, The Office of Instructional Services published the SPPS elementary literacy framework to further advance the district's reform efforts by giving all elementary teachers a comprehensive tool for planning lessons and activities consistent with a standards-based, integrated literacy program.

PAE is rooted in the district's deep commitment to standards-based education and professional development opportunities for all Saint Paul Public School instructional and administrative staff. It is designed to dramatically improve how—and how well—students learn. It does so by transforming the way the core skills of reading, writing, mathematics, and, soon, science are taught in Saint Paul Public Schools, and by effectively and efficiently providing in-depth, ongoing training to teachers and administrators. These are the core elements of PAE:

- A foundation of standards-based curriculum and instruction
- Standards-based assessment to monitor progress

- Focus on core academic skills
- Extensive, continuing professional development to support quality instruction

The objective of the PAE is to improve student achievement in Saint Paul Public Schools. The Project lays out two pathways to that outcome: one that transforms the way core skills are taught, and one that gives teachers and administrators high-quality, in-depth, ongoing professional development and resources and support for implementation.

PAE is comprehensive. It unifies and drives all of the district's reform efforts, including the use of standards-based curricula, instruction, and assessment; extensive coaching, modeling, and demonstration of best practices; opportunities for peer learning and support; instructional leadership by principals and SPPS department administrators; and materials that support teaching and learning.

The first step toward reaching the goal of full implementation is the training provided through the Office of Instructional Services. Currently, the Center for Academic Excellence provides training in Writing and Reading for elementary schools, Disciplinary Literacy for middle/junior high schools, and Focused Inquiry for high schools as part of the comprehensive reform efforts in all 7–12 schools. Additionally, content coaches are assigned to schools to support teachers as they implement new strategies in their classrooms.

CHALLENGES

Some of the challenges we face as we continue to provide training include:

- Building capacity within each school
- Lack of funding sources and time to bring the training to scale
- Insufficient number of coaches to support teachers as they implement new strategies
- Concern with pulling teachers out during the school day in order to provide them with training and allowing enough time for them to implement the new strategies
- Additional time needed for training of high school teachers
- Additional time needed for training of middle/junior high school teachers
- Need for the core elements of the Small Learning Community reforms to be uniformly rooted at all sites
- Secondary building schedules not conducive to ongoing, job-embedded professional development activities
- Need for clear explanations of and support for development and implementation of local plans to meet the district's expectations for schools' improvements in specific areas

RECOMMENDATIONS

- Work to stay focused on the training initiatives that support Saint Paul K–12 comprehensive reform efforts.
- Reevaluate the use of professional development days with a goal of better coherence of district and building initiation.
- Continue to provide training opportunities throughout the school year and during summer months.
- Seek out partnerships with universities in order to provide teachers with college credits for participation in training.
- Provide additional resources/incentives to teachers for implementation of what they have learned through training opportunities.
- Support principals, administrators and teachers in regard to participation in training and implementation of the reforms; this will be done by the Superintendent and Chief Education Officer and area superintendents.
- Continue collaborative work with each of the high schools to fully integrate the Focused Inquiry high schools professional development model.
- Continue to lead Learning Walks on a regular basis and expand to high schools.
- Continue to support engagement with the Arts Literacy project and create five additional demonstration classrooms/schools.
- Continue the Institute for Learning Partnership for all K–12 schools and district-wide administrators.
- Continue to provide various opportunities for teachers and administrators to attend professional development through Summer Institutes district-wide professional development and during the school day.
- Provide substitutes, stipends, and resources for teachers to attend training.
- Investigate with Saint Paul Federation of Teachers the possibility of extended and compensated school days or years for teachers for better job-embedded integration of professional development.

POTENTIAL INCENTIVES FOR TEACHERS/SCHOOLS WHEN THEY ACHIEVE 100% TRAINING

- Recognize buildings with a community celebration luncheon. The superintendent and the Mayor and key partners would be on hand for lunch to celebrate the school's Project of Academic Excellence Certification.
- Award classroom materials or other compensation grants to schools, teams, or individuals via Saint Paul Teacher(s) of the Year programs.
- Provide plaques and banners.
- Write articles featuring a school in papers or on TV or on DVDs distributed to parents, businesses, and other community members.
- Feature schools on the district trucks.
- Provide dollar or material awards to schools and/or teams of teachers.
- Provide secondary departments with a "substitute teacher time voucher" for use in carving out planning and follow-up time during the school year to continue to deepen implementation.
- Provide vouchers for teacher travel to and participation in state and national conferences.
- Provide materials such as classroom libraries and other items of use to teachers in continuing implementation of the training or vouchers from bookstores or computer stores for teachers to spend on materials for their classrooms.
- Provide teacher flex days with substitute support.
- Provide the grants from the district mini-grant program for teachers.
- Increase teachers' chances of being awarded one of the teacher grants from Saint Paul Foundation.
- Provide college and university credit and other certification for teacher lane changes.
- Provide increased opportunities to earn special school and/or classroom visits or residencies from authors, artists, and scientists.
- Provide school-wide field trips.
- Provide opportunity for teachers to earn participation in special summer institutes. (As an example, Brown University sponsored six of our high school teachers to attend a seven-day ArtsLiteracy Workshop in Providence, Rhode Island, last summer. Brown paid all expenses, including lodging and travel, for these teachers, who qualified by completing the first level of the ArtsLiteracy training. These teachers are now running the ArtsLiteracy demonstration classrooms in the district's high schools.)
- Reward teachers with gifts from contributing businesses and local corporations.
- Seek grants for improvements to school buildings, laboratories, and classrooms.
- Provide dedicated building substitutes and/or district administrators.
- Provide direct district support for in-building coaching and/or curriculum coordination.
- Provide summer internships or other experiences at corporations, nonprofit groups, or government agencies for teachers and students that are aligned with their subject area.
- Create scholarships for students and teachers.

ELEMENTARY WRITING INSTITUTES

As the first element of the Literacy Initiative, the Writing Institutes set the tone for the level of excellence and depth of administrative and school engagement in the professional development components of PAE. Also, the Writing Institutes introduced the concept of Levels as a way of building capacity in both depth and breadth within a school and throughout the district as a whole.

Level I training provides participants with the literacy frameworks and focuses on establishing the Writer's Workshop in the classroom by addressing such topics as writer's notebook, genre study, memoir, and analyzing and assessing student work. Teachers learn to use the district standards and to create a learning environment that supports teaching and learning. They do this by becoming students and writers themselves in order to understand the way the instruction is different from what they did before.

Level II training gives teachers the opportunity to observe Writer's Workshop demonstration lessons at collaborative demonstration sites. During these sessions, teachers debrief the lessons observed with the national consultant, trainers, and district literacy coaches and discuss lesson planning with the demonstration teachers. Teachers learn to launch new genre units of study and to analyze student work for instructional purposes.

Level III training gives teachers advanced training in designing units of study, conferring with students, assessing student work, and developing implementation strategies. They are introduced to additional units of study in craft/revision, author-mentors, conventions, and genre studies of fiction and nonfiction.

Cumulative Percentage of Teachers Trained: Writing, by Level

SPPS Teachers	Number of Teachers	Trained
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Total Elementary (1909)

Level I - Writing Workshop	1452	76%
Level II - Collaboration	530	28%
Level III - Advanced	294	15%

	Number of Teachers	Trained	Projected Trained	Aug 06	Projected Trained	Aug 07	Projected Trained	Aug 08	Projected Trained	Aug 09	Goal
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Mainstream Elementary (1223)

Level I - Writing Workshop	1162	95%	61	5%							100%
Level II - Collaboration	393	32%	110	9%	225	18%	250	20%	250	20%	100%
Level III - Advanced	294	24%	300	25%	200	18%	200	16%	200	16%	100%

ELL Elementary (197)

Level I - Writing Process	199	100%									
Level II - Collaboration	46	23%	20	10%	41	21%	45	23%	45	23%	100%
Level III - Advanced	42	21%	20	10%	45	23%	45	23%	45	23%	100%

Spec Ed Elementary (489)

Level I - Writing Workshop	91	19%	75	15%	125	26%	100	20%	100	20%	100%
Level II - Collaboration	17	3%	100	20%	120	25%	125	26%	125	26%	100%
Level III - Advanced	13	3%	100	20%	125	26%	125	26%	125	26%	100%

Projected Trained column: projected numbers of teachers to be trained in the various levels of writing from August 2006 through August 2009 to reach goal of 100% of all teachers trained to include ELL and Special Education. Trained column: to date the number of teachers trained in various levels of writing from 2001 through 2005.

ELEMENTARY READING INSTITUTES

The development of the levels of training for reading has been closely aligned with those for writing. In this way, classroom instruction is cohesive, serving the overarching goals of the Literacy Initiative. By design, the Writing Institutes were well in place and much knowledge had already been gained from them at the time the reading program was initiated. The 2003–2004 school year was spent building the model for Level I reading training and the first Summer Institute for standards-based instruction using the Reader’s Workshop model. The first institute was developed in collaboration with a reading consultant. Based on this new model of training, with the consultant’s assistance in the first summer, teachers learned the skills and strategies necessary to become effective teachers of reading.

Level I training provides an overview of the Reader’s Workshop model and its components: read aloud, shared reading, guided oral reading, independent reading, book club, independent work time, mini-lessons, assessment, etc. With the knowledge and understanding of these components, teachers are able to create a classroom that is conducive to teaching and learning and in which participants are able to build a standards-based classroom/ instructional plan to help children learn the skills and strategies used by fluent readers.

Teachers also gain an understanding of the five elements of reading identified by the National Reading Panel as key to literacy development (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and learn how to address these elements within the Reader’s Workshop model.

Level II training provides an in-depth study of the Reader’s Workshop model and its components: read aloud, shared reading, guided oral reading, independent reading, independent work time, mini-lessons, assessment, etc. In particular, Level II provides a more thorough discussion of book clubs and reciprocal teaching as instructional strategies. Book clubs are student-led, literature discussion groups that offer a powerful opportunity for all students to engage with and respond to age-appropriate text. Reciprocal teaching is a well-researched, replicated series of strategies primarily targeting nonfiction materials, which provides an effective approach to working with grade-level reading materials.

Participants continue to build on their understanding of standards-based instruction, which teaches children the skills and strategies used by fluent readers. Teachers gain greater understanding of the five elements of reading identified by the National Reading Panel and how to assess students in each area and plan for instruction. Institute strands accommodate the needs of teachers in K, 1–2, 3–4, and 5–6.

Cumulative Percentage of Teachers Trained: Reading, by Level

SPPS Teachers	Number of Teachers	Trained
Total Elementary (1909)		
Level I - Reading	676	35%
Level II - Advanced	228	12%

	Number of Teachers	Trained	Projected Trained	Aug 06	Projected Trained	Aug 07	Projected Trained	Aug 08	Projected Trained	Aug 09	Goal
Mainstream Elementary (1223)											
Level I - Reading	589	48%	225	18%	225	18%	100	8%	80	7%	100%
Level II - Advanced	228	19%	225	18%	225	18%	275	22%	275	22%	100%
ELL Elementary (197)											
Level I - Reading	71	36%	30	15%	30	15%	31	16%	35	18%	100%
Level II - Advanced	28	14%	50	25%	40	20%	40	20%	39	20%	100%
Spec Ed Elementary (489)											
Level I - Reading	32	7%	225	46%	100	8%	100	20%	90	18%	100%
Level II - Advanced	10	2%	100	20%	120	25%	120	25%	140	29%	100%

Projected Trained column: projected numbers of teachers to be trained in the various levels of reading from August 2006 through August 2009 to reach goal of 100% of all teachers trained.
 Trained column: to date the number of teachers trained in various levels of reading from 2001 through 2005.

Total Staff Trained, Per School

The following table indicates the percentage of staff members who have participated in training. While great progress is being made, we need to continue to offer school staff and administrators

numerous opportunities to participate in PAE and to provide them with direct support as they implement the PAE component.

Location	Classroom Teachers*	Began PAE	Writer's Workshop I	Percent	Writer's Workshop II	Percent	Writer's Workshop III	Percent	Reader's Workshop I	Percent	Reader's Workshop II	Percent
Adams Spanish Immersion	38	2003	31	81.6%	9	15.0%	15	39.5%	19	50.0%	6	15.8%
American Indian Magnet	24	2001	22	91.7%	10	41.7%	6	25.0%	10	41.7%	3	12.5%
Ames	22	2001	17	77.3%	7	31.8%	5	22.7%	4	18.2%	2	9.1%
Battle Creek Elementary	44	2003	34	77.3%	10	22.7%	13	29.5%	21	47.7%	9	20.5%
Benjamin Mays	26	2001	17	65.4%	9	34.6%	4	15.4%	13	50.0%	5	19.2%
Bruce F. Vento	40	2004	20	50.0%	3	7.5%	0	0.0%	10	25.0%	0	0.0%
Capitol Hill	49	2003	17	34.7%	4	8.2%	4	8.2%	9	18.4%	2	4.1%
Chelsea Heights	27	2003	20	74.1%	5	18.5%	6	22.2%	12	44.4%	2	7.4%
Cherokee Heights	32	2003	29	90.6%	6	18.8%	4	12.5%	16	50.0%	5	15.6%
Como Park Elementary	47	2003	38	80.9%	9	19.1%	8	17.0%	27	57.4%	4	8.5%
Crossroads	49	2001	37	75.5%	17	34.7%	10	20.4%	23	46.9%	3	6.1%
Dayton's Bluff	27	2001	27	100.0%	11	37.0%	0	0.0%	24	92.6%	19	55.6%
Eastern Heights	24	2001	20	83.3%	11	45.8%	3	12.5%	3	12.5%	1	4.2%
Expo Elementary	41	2004	22	53.7%	5	12.2%	2	4.9%	17	41.5%	1	2.4%
Farnsworth	37	2001	26	70.3%	13	35.1%	4	10.8%	10	27.0%	2	5.4%
Four Seasons A+	22	2003	19	86.4%	6	27.3%	1	4.5%	1	4.5%	0	0.0%
Franklin	32	2001	26	81.3%	14	43.8%	7	21.9%	18	56.3%	9	28.1%
French Immersion	17	2004	14	82.4%	5	29.4%	4	23.5%	6	35.3%	1	5.9%
Frost Lake	41	2004	38	92.7%	6	14.6%	10	24.4%	19	46.3%	5	12.2%
Galtier	25	2002	23	92.0%	13	52.0%	2	8.0%	4	16.0%	0	0.0%
Groveland Park	35	2001	25	71.4%	10	28.6%	7	20.0%	11	31.4%	2	5.7%
Hancock Hamline U	46	2001	46	100.0%	17	37.0%	16	34.8%	28	60.9%	3	6.5%
Hayden Heights	38	2003	29	76.3%	6	15.8%	5	13.2%	12	31.6%	5	13.2%

Location	Classroom Teachers*	Began PAE	Writer's Workshop I	Percent	Writer's Workshop II	Percent	Writer's Workshop III	Percent	Reader's Workshop I	Percent	Reader's Workshop II	Percent
Highland Park Elementary	23	2003	16	69.6%	9	39.1%	3	13.0%	15	65.2%	2	8.7%
Highwood Hills	35	2001	16	45.7%	7	20.0%	2	5.7%	6	17.1%	2	5.7%
Homecroft	24	2003	15	62.5%	5	20.8%	2	8.3%	4	16.7%	0	0.0%
Jackson	36	2003	30	83.3%	9	25.0%	6	16.7%	2	5.6%	0	0.0%
JJ Hill	28	2004	18	64.3%	0	0.0%	1	3.6%	4	14.3%	2	7.1%
JA Johnson A+	24	2001	19	79.2%	4	16.7%	12	50.0%	15	62.5%	9	37.5%
Linwood A+	25	2003	15	60.0%	3	12.0%	3	12.0%	6	24.0%	0	0.0%
Longfellow	29	2003	21	72.4%	5	17.2%	7	24.1%	14	48.3%	5	17.2%
Mann	21	2003	15	71.4%	5	23.8%	4	19.0%	4	19.0%	1	4.8%
Maxfield	32	2004	11	34.4%	0	0.0%	1	3.1%	5	15.6%	1	3.1%
Mississippi Creative Arts	46	2002	43	93.5%	9	19.6%	23	50.0%	21	45.7%	4	8.7%
Monroe Community	36	2001	24	66.7%	14	38.9%	10	27.8%	17	47.2%	7	19.4%
Museum Magnet/Rondo	21	2001	19	90.5%	9	42.9%	2	9.5%	4	19.0%	1	4.8%
Nokomis Montessori	31	2001	29	93.5%	20	64.5%	17	54.8%	19	61.3%	14	45.2%
North End	34	2004	13	38.2%	3	8.8%	2	5.9%	1	2.9%	0	0.0%
Open	23	2003	7	30.4%	4	17.4%	2	8.7%	8	34.8%	2	8.7%
Parkway	24	2003	12	50.0%	2	8.3%	1	4.2%	11	45.8%	6	25.0%
Phalen Lake	51	2004	31	60.8%	6	11.8%	9	17.6%	17	33.3%	1	2.0%
Prosperity Heights	22	2003	19	86.4%	8	36.4%	6	27.3%	14	63.6%	6	27.3%
Randolph Heights	27	2002	16	59.3%	9	33.3%	3	11.1%	14	51.9%	2	7.4%
Riverview	17	2003	14	82.4%	5	29.4%	5	29.4%	5	29.4%	1	5.9%
Roosevelt	37	2003	22	59.5%	3	8.1%	2	5.4%	1	2.7%	0	0.0%
Sheridan	20	2001	16	80.0%	13	65.0%	4	20.0%	11	55.0%	6	0.0%
St. Anthony Park	21	2003	18	85.7%	8	38.1%	5	23.8%	11	52.4%	3	14.3%
Webster	67	2001	47	70.1%	15	22.4%	14	20.9%	25	37.3%	6	9.0%
Wellstone	37	2004	25	67.6%	4	10.8%	4	10.8%	12	32.4%	0	0.0%
World Cultures	22	2003	21	95.5%	9	40.9%	6	27.3%	12	54.5%	2	9.1%
TOTAL	1596		1149	72.0%	393	24.6%	292	18.3%	596	37.3%	168	10.5%

*Data provided by Human Resources 10/3/05

MIDDLE/JUNIOR HIGH SCHOOL DISCIPLINARY LITERACY

At the middle/junior high school level, training focuses on the Disciplinary Literacy Framework. This framework brings together five Design Principles of Disciplinary Literacy and an array of tools and resources to assist teachers in their implementation of new strategies. The Disciplinary Literacy Principles along with the embedded Principles of Learning provide the template for designing standards-based instruction. Coaches work with teams of classroom teachers at the schools to implement units of study and lessons. Training: each content area requires certain basic levels of practice/training in reading, writing, content and the Principles of Learning before moving into Disciplinary Literacy training. Teachers receive training in standards-based instructional content from district coaches who can continuously provide insight and feedback.

Level I: Intro to Disciplinary Literacy utilizes coaches to create summer training sessions, demonstration/classroom models, study groups, and in-school professional development. Additionally, Institute for Learning consultants work with the administration, leadership team, and classroom teachers.

Level II: Advanced Disciplinary Literacy has middle/junior high school teachers examine delivery models for inquiry-based learning. The goal is to take middle/junior high school classrooms and turn them into demonstration sites of best practice in the different content areas. Teachers at this level commit to becoming demonstration teachers, leading study groups, teaching with other teachers, and becoming professional developers by sharing with others during institutes and conferences.

Cumulative Percentage of Teachers Trained: Middle/Junior High

SPPS Teachers	Number of Teachers	Trained									
Total Middle /Junior High (340)											
			Projected Trained	Aug 06	Projected Trained	Aug 07	Projected Trained	Aug 08	Projected Trained	Aug 09	Goal
Mainstream SPPS (241)											
Trained	172	71%	50	21%	10	4%	10	4%			100%
ELL Teachers (30)											
Trained	15	50%	3	10%	4	13%	4	13%	4	13%	100%
Special Ed (69)											
Trained	20	29%	13	19%	13	19%	13	19%	10	14%	100%

Trained column: to date the number of teachers trained in various levels of reading.

Projected Trained column: projected numbers of teachers to be trained in the various levels of reading from August 2006 through August 2009 to reach goal of 100% of all teachers trained.

Percentage of Staff Members Who Have Participated in Training

Middle School Location	Classroom Teachers*	Began PAE	In Training**	Percent Trained
Battle Creek Middle	50	2003	17	34.0%
Cleveland Middle School	32	2001	10	31.3%
Hazel Park Middle School	41	2003	19	46.3%
Highland Park Jr. High	49	2003	26	53.1%
Humboldt Jr. High	34	2003	20	58.8%
Murray Jr. High	45	2003	10	22.2%
Ramsey Jr. High	38	2003	20	52.6%
Washington Middle	51	2003	27	52.9%
TOTAL	340	2003	149	43.8%

*Data provided by Human Resources 10/3/05

**Number of teachers participating in training

BLUE PRINT: PHASE II-HIGH SCHOOL

In collaboration with the high schools and in alignment with their comprehensive professional development plans, the Office of Instructional Services continues to implement an instructional-reform initiative.

District Standards Institutes. As a vital part of the revised secondary Curriculum Development and instructional practices process, teacher teams are in place to review student work from standards-based courses. These teacher teams have already examined work from different courses and made adjustments to curriculum plans based on their collective reviews. The goal is to expand district training and give attention to student work. This work will continue to take place in Small Learning Communities and departmental contexts, with internal building coaching support and support from the Office of Instructional Services content coaches. All new courses will undergo review after the first time they are taught; all other courses will be reviewed on a cyclical basis.

Focused Inquiry Professional Development Teams. Focused Inquiry Professional Development Teams are site-based professional development teacher teams working with the support of an academic content coach on 11-month instructional inquiry projects. The teacher teams and coaches align their inquiries and

their instructional change activities directly with their school's improvement plans. The Office of Instructional Services provides coaching services (in collaboration with the school sites) and coordination of other instructional reform supports. Additionally, district-sponsored professional development focuses on instructional practices that integrate engaging arts-based strategies with subject-area content (social studies, science, and language arts) and literacy (reading and writing) within these fields.

Content Literacy. Content Literacy will continue to address reading and writing in all secondary content areas. A course will be required for teachers new to the district in 2005 and beyond, with the course open to all teachers.

Minnesota Comprehensive Assessment and Basic Standards. Teachers from AYP schools will be required to participate in workshops focused on preparing students for the state assessments.

Cumulative Percentage of Teachers Trained: High School

SPPS Teachers	Number of Teachers	Trained									
Total High School (691)											
			Projected Trained	Aug 06	Projected Trained	Aug 07	Projected Trained	Aug 08	Projected Trained	Aug 09	Goal
Mainstream SPPS (509)											
Focused Inquiry	180	35%	100	20%	80	16%	80	16%	70	14%	100%
Content Literacy	48	9%	130	26%	130	26%	100	20%	100	20%	100%
ELL Teachers (41)											
Focused Inquiry	10	24%	10	24%	10	24%	5	15%	5	12%	100%
Content Literacy	10	24%	10	24%	6	15%	10	12%	10	24%	100%
Special Ed (141)											
Focused Inquiry	11	8%	40	28%	40	17%	27	28%	27	19%	100%
Content Literacy	6	4%	40	28%	40	17%	32	28%	32	23%	100%

Trained column: to date the number of teachers trained in various levels of reading.

Projected Trained column: projected numbers of teachers to be trained in the various levels of reading from August 2006 through August 2009 to reach goal of 100% of all teachers trained.

Total Staff Trained, Per School

High School Location	Classroom Teachers*	Began PAE	Focused Inquiry**	Arts Literacy**	Percent Trained
Agape	9	2003	0	2	22%
ALC	41	2003	0	4	10%
Arlington High	104	2003	35	5	38%
Boys Totem Town	15	2005	0	0	0%
Central Sr. High	90	2003	17	15	36%
Como Park Sr. High	66	2003	12	5	26%
Focus Beyond	32	2005	0	0	0%
Harding Sr. High	104	2003	55	10	63%
Highland Park Sr. High	66	2003	40	11	77%
Humboldt Sr. High	57	2003	20	4	42%
International Academy-LEAP	15	2004	0	4	27%
Johnson Sr. High	76	2003	22	4	34%
Ronald M. Hubbs Ctr.	16	2005	0	0	0%
TOTAL	691		201	64	0%

*Data provided by Human Resources 10/3/05

**Number of teachers participating in training

ACHIEVEMENT OF TENURE

Year One. Beginning in the 2005–06 school year, all nontenured-licensed staff will participate in the Achievement of Tenure Program supported by the Career in Education Program. Year one licensed staff will participate in union-sponsored Foundations Coursework. They will work with an assigned mentor. Videotaping and regular meetings will be conducted with the mentor and mentee. All year one staff will be observed and evaluated by a building administrator twice during the school year.

Years Two and Three. Staff will participate in identified trainings that are specific to their grade level and/or their content teaching

area (for elementary classroom teachers, training would include Reader’s Workshop, Writer’s Workshop, and Integrated Math). For all participation in professional development activities, the mentee can elect to receive stipends, in-service credit, or graduate-level credit. Mentees will work with site- and district-level coaches to implement training. All year two and year three staff will be observed and evaluated by a building administrator twice during the year.

Achievement of Tenure was approved at the end of the 2004–05 school year. All applicable training will be in place by the end of the 2005–06 school year, thus providing a track for new teachers to the district.

SPECIAL EDUCATION

Compliance with State and Federal Requirements. The Special Education Department requires the attendance of teachers and related service staff at professional development programs in several areas that state and federal requirements necessitate. These areas include compliance with state and federal statutory requirements (e.g., due process, eligibility standards, and evaluation procedures), student achievement (e.g., instructional strategies and progress monitoring, classroom organization and management of students, crisis management techniques, early childhood and transition-age programming), and accountability measures (e.g., AYP testing and alternate assessments). Professional development on state and federal requirement topics must occur annually and is provided during two days of Opening Week. In order to meet all required federal, state, and local mandates, 450 teachers and 300 related service staff (i.e., occupational therapists, physical therapists, vision specialists, speech and language therapists, and social workers) must complete additional one-day trainings and other ongoing professional development.

Interagency Collaboration Requirements. The Special Education Department requires the attendance of teachers, related service staff, nurses, and paraprofessionals at professional development programs in several required by state and federal regulations. These areas include data collection and reporting requirements that generate additional revenue (LCTS, Health Related Services for third party billing, technology) and interagency individual coordinated planning (IIIP, IFSP). Additional ongoing trainings must occur during the school year in order to meet these mandates.

Paraprofessional Training. Special Education teaching assistants and educational assistants in federal setting IV programs are required to attend up to 16 hours of training during the school year. The professional development supports their work in the classroom (e.g., supporting the academic achievement of students, behavior management and intervention, crisis management and de-escalation techniques, disability awareness, and other assistive strategies). Future professional training will be provided to support their roles in the classroom in Reader's Workshop, Writer's Workshop, Math, and Disciplinary Learning.

ENGLISH LANGUAGE LEARNERS

Meeting State and Federal Requirements. The ELL Department requires attendance at professional development in several areas that state and federal and local requirements necessitate. These areas include ELL Testing (e.g., TEAE and SOLOM). A full day is required during Opening Week to provide the necessary training, as funds for subs for all ELL staff are not available. Additionally, all ELL teachers and EAs attend yearly and ongoing professional development in Reader's and Writer's Workshops.

Collaboration. The ELL Department also requires the implementation of the collaboration model at the elementary level. In order to implement this model, mainstream and ELL teachers as well as administrators will participate in professional development tailored to the needs of their schools. This professional development will continue in order to build a collaborative capacity in all elementary programs.

GIFTED SERVICES TRAINING REQUIREMENTS

In order to align with SPPS Board Policy regarding meeting the needs of K–12 students who have been identified as gifted and talented and to comply with the Minnesota state recommendation to provide gifted services, teachers who serve these students must have training in the following areas:

Elementary

- Introduction to Gifted Teaching and Learning
- Foundations in Gifted Education
- Curriculum Differentiation for High-Ability Students
- Schools for Talent Development
- Curriculum Compacting
- How to Differentiate Instruction in Mixed-Ability Classrooms
- The Social Emotional Development of Gifted Children

Secondary

- Differentiating for Academic Rigor in a Thinking Curriculum
- Affective and Counseling Needs of the Gifted Adolescent

College Board recommends that AP teachers attend a week-long session in their subject area every five years, in order to stay current with changes to curriculum and testing parameters. IB teachers are required by the International Baccalaureate Organization to repeat training every five to seven years. AP, IB Pre-AP, and Pre-IB training are mostly reimbursed by the state.

IMPROVEMENTS IN STUDENT PERFORMANCE

Student performance has improved at schools participating in PAE.

In fifth-grade writing:

- The proportion of fifth-graders deemed “proficient” on the state writing test grew by 26 percentage points at PAE schools (from 45% to 71%) between the beginning of PAE (2001-02) and 2004-05.
- Growth at PAE schools surpassed growth at non-PAE schools in Saint Paul (up 10 percentage points during the same period, 2001–05); a demographically similar school district in Minneapolis (up 7 percentage points), and at the state level (unchanged, averaged across four writing levels).
- Growth is evident at all PAE schools, although the amount of improvement varies with the number of years a school has participated in the project. The greatest growth in the proportion of proficient fifth-grade writers has been at schools that joined PAE in 2002-03 (an increase of 42 percentage points).

If one examines data from 1999, the improvement is even more dramatic: The proportion of fifth-graders who passed the state writing test in 2004-05 grew 38 percentage points district-wide and 42 percentage points at schools with the longest exposure to the reforms.

In fifth-grade reading:

- The proportion of fifth-graders deemed “proficient” on the state reading test grew by 21 percentage points at PAE schools (from 43% to 64%) between 2001 and 2005. The growth was comparable at non-PAE schools in Saint Paul (up 20 percentage points during the same period).
- Growth at PAE schools surpassed growth in Minneapolis, Anoka-Hennepin County, and statewide by 2 to 11 percentage points.

Again, during the period of 1999 to 2005, the improvement is even more dramatic: The proportion of fifth-graders who passed the state reading test grew by 38 percentage points district-wide and by as much as 48 percentage points at schools with longer exposure to PAE.

In third-grade reading:

- The proportion of third-graders who passed the state reading test grew by 17 percentage points at PAE schools (from 45% to 62%) between the beginning of PAE and 2004-05. This growth was comparable to growth at non-PAE schools (up 18 percentage points), Minneapolis schools (up 15 points), and the state average (up 11 points) during the same period.

- The growth was greatest for schools with the longest experience in PAE. Those that began the project in 2001 saw a growth of 16 percentage points, compared with a drop of 3 percentage points for schools that began in 2002 and a very modest increase of 2 percentage points for schools that began in 2003 and 2004.
- Comparisons using 1999 data show greater gains than 2001–05 comparisons. Between 1999 and 2005, the proportion of proficient third-grade readers grew by an average of 36 percentage points in SPPS overall—including a gain of 45 percentage points for schools that began PAE in 2002—and 17 percentage points in PAE schools, compared with a drop of 6 percentage points for the state overall.

In middle/high school:

Tests for middle- and high-school students also show improved achievement. Between 1999 and 2005, the proportion of eighth-graders who passed the Minnesota Basic Skills Reading Test on their first attempt grew by 16 percentage points (from 49% to 65%); in eighth-grade math, the increase was more modest (4 percentage points). The proportion of tenth-graders who passed the Minnesota Basic Skills Test in math grew by 17 percentage points (from 63% to 80%).



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